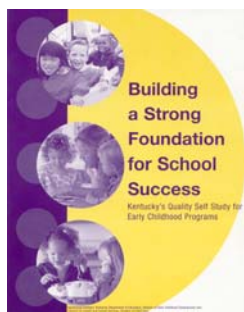


Kentucky's Early Childhood Quality Self Study Overview – Summary



Kentucky's Early Childhood Quality Self Study was designed to address the definition and characteristics of quality across center based settings for children birth to five. The research-based document will assist programs and classrooms in self-assessing and planning for continuous improvement using specific standards and indicators of quality across five key areas. These key areas are: Program Structure and Personnel; Child Experiences in the Environment; Child Experiences with Curriculum and Assessment; Health, Safety and Nutrition; and Program Interactions with Families and Communities.

Purpose of Building a Strong Foundation for School Success Series

The *Building a Strong Foundation for School Success* series consists of three documents carefully designed to be used by **all** early care and education professionals working with young children from birth to five. The first two documents, *Kentucky's Early Childhood Standards* and *Kentucky's Early Childhood Continuous Assessment* guide are designed for use with children in home or center based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectations for young children. Similarly, the *Early Childhood Continuous Assessment Guide* provides recommended guidelines and practices in all areas of assessment: screening, diagnostic, classroom/instructional and program evaluation.

The third document in the series, *Kentucky's Early Childhood Quality Self Study* is designed for use in early childhood center based programs for children from birth to five. Research indicates that child outcomes are enhanced by experiences in quality programs. Completion of the self study can serve as a preparation tool for achieving high quality recognition, but completion does not equate with an accreditation or recognition program. The self study format encourages involvement of all staff and encourages family input in the process.

Kentucky's Early Childhood Quality Self Study includes four main sections: Introduction, Overview, the Quality Self Study Grids, and an Appendix. In addition, a glossary, standards at-a-glance, and an indicator locator for the embedded topics of transition, diversity, guidance, training, and special needs are located in the Overview section. The Appendix contains the Early Childhood Core Content for professionals and a resource list.

Kentucky's Early Childhood Quality Self Study focuses on five areas defining quality early childhood programming and positive outcomes for young children. These areas include:

- Program Structure and Personnel
- Child Experiences in the Environment
- Child Experiences with Curriculum and Assessment
- Health, Safety and Nutrition
- Program Interactions with Families and Communities

Standards in each of the five areas are provided with indicators. Examples are included to further illustrate to the practitioner what the indicators may look like in practice. The user may code the indicator as fully met, in process, or not met and note an action plan or list the evidence if fully met.

The use of *Kentucky's Early Childhood Standards*, *Continuous Assessment Guide*, and *Quality Self Study* will provide valuable information to ultimately improve child outcomes by helping early care and education programs be accountable for and document quality as well as the results and benefits of their programs.

Kentucky's Early Childhood Quality Self Study is available to download from this web site:

<http://www.kidsnow.ky.gov>

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